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| **Pupil name** |  | | | | | |
| **Year group** |  | **Date of birth** | |  | **Age** |  |
| **Receiving setting** |  | | | | | |
| **Additional needs** | | | | | | |
| **SEND  Yes  No**  If yes,  SEN Support  EHCP  Disability  **SEN category**  Communication and interaction (C&I)  Cognition and learning (C&L)  Sensory/physical (S/P)  Social, Emotional, Mental Health (SEMH)  **Access requirements to be considered eg BSL, physical accessibility**  A one-page profile could be developed to provide an accurate picture of strength, challenges and support needs to help inform the new setting  [www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles](http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles) | | | | | | |
| **Supporting information**  Individual health care plan  EHCP  PEP  Risk management plan  ☐ Boxall Profile  ☐ Learning support plan  ☐ Other (specify) | | | **Other factors**  FSM/Pupil Premium  Child in Care (Section 47)  Child in Need (Child with Disabilities, Section 17)  Child in Need (Section 17 but not Child with Disabilities)  Early Help involvement  Respite  EAL  Home language(s)  Ability to access information  Note: EY settings have free use of a telephone interpreting service. Settings need to contact Woodside Inclusion on 01603 222300. Schools and Academies should contact INTRAN directly for costings and ID codes [intran@norfolk.gov.uk](mailto:intran@norfolk.gov.uk) | | | |

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| **Any risk factors to be aware of?** (consider how to mitigate these within the plan)  Yes  No  Details: | | |
| **Key contacts** | **Record of contact (with dates)** | **Actions/next steps** |
| **Parent/carers contact**  Name(s):  Tel:  email: |  |  |
| **Main contact in receiving setting**  Name:  Role:  Tel:  email: |  |  |
| **SENDCO in receiving setting**  (EHCP/SEN support only)  Name:  Tel:  email: |  |  |
| **Pastoral contact in receiving setting**  Name:  Tel:  email: |  |  |
| **Main link professional**  Name:  Role:  Tel:  email: |  |  |
| **Other professionals involved**  Name:  Role:  Tel:  email:  Name:  Role:  Tel:  email: |  |  |

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| **Transition Visits** | | | |
| **Key things to be aware of on transition visits**  **(Post-COVID, settings will need to think carefully about how ‘visits’ and other planned transition activities can be managed remotely, in line with government guidance)**  eg may include allergies, sensory sensitivities, physical support needs, accessibility, language barriers  **More than one visit may be required. The number and types of visits planned should be responsive to the particular needs of the CYP and family eg**   * Consider some visits when the setting is empty * Provide opportunities to meet key staff, including support staff * Provide opportunities to meet peers in small groups * Plan time to visit outside spaces * Plan visits at lunch time or break time to review any adjustments that need to be made * Ensure translation is available for families with limited English (consider Language Line or face to face interpreters) | | | |
| **Date** | **Purpose** | **Outcome** | **Further visits required?** |
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| **Special considerations and additional arrangements that may be required** | | | |
| **Area** | **Key questions** | | **Actions / next steps** |
| **Transport** | How will CYP get to and from school?  Can they practise doing this?  Who can help with this?  What contingency plans are there if problems arise? | |  |
| **Uniform** | Do family need support sourcing uniform?  Who can provide this?  Can CYP practise wearing uniform?  Are there any sensory sensitivities or other difficulties with regard to uniform?  Can CYP dress and undress independently?  Are any adaptations to uniform required? | |  |
| **Environment** | Is there a school bell or buzzer?  Will there be any issues with moving between classes?  Will CYP need access to quiet spaces?  Does CYP need adapted provision for break and/or lunch times?  Does CYP need to sit in a specified place in class? | |  |
| **Relationships** | What additional support is available to help CYP build positive relationships with peers?  What additional support is available to help CYP build positive relationships with adults? | |  |
| **Pastoral support** | Will there be designated key person they can talk to if they need to?  How can they access additional pastoral support?  Is there a quiet place to go to at break and/or lunchtimes, if needed? | |  |
| **Resources to support enhanced transitions** | eg one-page profile template  [www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles](http://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/one-page-profiles)  eg photo booklets, checklists, ‘My new school’ booklet, prompt cards, information cards, social stories, ‘my usual week looks like this’ timetable. See Local Offer page [www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/moving-on](http://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/moving-on) | |  |
| **Other** |  | |  |
| **Identify any curriculum adaptations that need to be made** | | | |
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| **Identify key support services and resources that could be signposted for CYP, families and settings** | | | |
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